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Rear Admiral Jacob L. Shuford was commissioned in 1974 from the Naval Reserve Officer Training Corps program at the University of South Carolina. His initial assignment was to USS Blakely (FF 1072). In 1979, following a tour as Operations and Plans Officer for Commander, Naval Forces Korea, he was selected as an Olmsted Scholar and studied two years in France at the Paris Institute of Political Science. He also holds master's degrees in public administration (finance) from Harvard and in national security and strategic studies from the Naval War College, where he graduated with highest distinction.

After completing department head tours in USS Deyo (DD 989) and in USS Mahan (DDG 42), he commanded USS Aries (PHM 5). His first tour in Washington included assignments to the staff of the Chief of Naval Operations and to the Office of the Secretary of the Navy, as speechwriter, special assistant, and personal aide to the Secretary.

Rear Admiral Shuford returned to sea in 1992 to command USS Rodney M. Davis (FFG 60). He assumed command of USS Gettysburg (CG 64) in January 1998, deploying ten months later to Fifth and Sixth Fleet operating areas as Air Warfare Commander (AWC) for the USS Enterprise Strike Group. The ship was awarded the Battle Efficiency "E" for Cruiser Destroyer Group 12.

Returning to the Pentagon and the Navy Staff, he directed the Surface Combatant Force Level Study. Following this task, he was assigned to the Plans and Policy Division as chief of staff of the Navy's Roles and Missions Organization. He finished his most recent Pentagon tour as a division chief in J8—the Force Structure, Resources and Assessments Directorate of the Joint Staff—primarily in the theater air and missile defense mission area. His most recent Washington assignment was to the Office of Legislative Affairs as Director of Senate Liaison.

In October 2001 he assumed duties as Assistant Commander, Navy Personnel Command for Distribution. Rear Admiral Shuford assumed command of the Abraham Lincoln Carrier Strike Group in August 2003. He became the fifty-first President of the Naval War College on 12 August 2004.

PRESIDENT'S FORUM



No college or university could have greater justification for pride in its faculty. Their outstanding service to the country is essential to ensuring that the armed services can operate effectively in the years ahead.

WHEN THE CHIEF OF NAVAL PERSONNEL recently visited Newport, he asked just what it was that made the Naval War College different from the other service colleges. Without hesitation, I replied: "Our faculty." The worldwide reputation of this faculty is a source of great pride—not only to me but to the naval services and the Department of Defense. I miss no opportunity to emphasize how the talent that resides in the faculty and its tireless efforts make this College the preeminent institution that it is.

That the faculty is the key distinguishing feature of the College should surprise no one. The reputation of the Naval War College has always rested, since its founding, on the genius of the faculty. Rear Admiral Stephen B. Luce, the College's first President, understood that the institution's ability to carry out its vital mission would require an outstanding faculty. Luce went to great lengths to make sure that the College identified and attracted outstanding professionals, officers and scholars, to serve on the faculty. He brought aboard the very best, recruiting illustrious teachers in Tasker Bliss, James R. Soley, and Alfred Thayer Mahan. William McCarty Little and Charles Stockton soon joined the faculty as well. These giants established the reputation of the College as a world-class institution for education and research into strategy and war. Mahan's celebrated books on the influence of sea power started as lectures on strategy to the students attending the College. These lectures, when transformed into print, had powerful and enduring impact in educating strategic leaders (such as Theodore Roosevelt, Franklin Roosevelt, and Winston Churchill) and in changing the way the world thought about and appreciated maritime capability—far beyond

Newport.* Teaching and research thus went hand in hand, mutually supporting each other. The growing reputation of the faculty helped establish, sustain, and promote the College, transforming Luce's vision into reality.

This reputation gained fetch between the two world wars with the inclusion of the Navy's preeminent operators in the faculty, for example, Captain Raymond Spruance and Captain Richmond K. Turner. The time spent by Spruance and Turner in Newport was memorable and helped prepare them for the leadership roles that they would play in gaining the great victories of the Pacific War. Just imagine the opportunity that students had between the wars to study naval warfare and joint operational planning with the future victor of Midway and the battle of the Philippine Sea. Speaking to the tradition of academic rigor for the College, one student later recalled: "Spruance was a tough taskmaster, and the harder we worked the more he demanded of us." Turner, whose lectures predicted the leading role that carrier and amphibious warfare would play in the next war, was also a gifted but demanding teacher. One of his students stated: "He worked our pants off. It was the hardest year I ever spent. Turner corrected every estimate of the situation and final decision in red ink, and they were saturated with his caustic comment." The faculty at the College between the wars thus pushed the students to think systematically and creatively about strategy and war, preparing them for the rise of the United States to the position as the world's premier maritime power and for the leadership challenges that awaited them in the "Two-Ocean War." The victory at sea in the world war rested on the intellectual capital built up by the officers who studied with the brilliant faculty assembled at the College.

When Vice Admiral Stansfield Turner revitalized the College's educational curriculum in the early 1970s, he relied fully on his faculty to craft and implement his plan. Dr. Phil Crowl, an outstanding scholar and teacher, as well as a veteran of the final, grisly campaigns in the Pacific War, became chairman of the Strategy and Policy Department. Bill Turcotte came in to head the National Security Decision Making Department (NSDM). Drawing around them distinguished academics and serving officers, they transformed the College's curriculum, taking the College to a new level of innovation, academic rigor and discipline, and relevance. Their work proved so successful that it became the model for courses offered around the world, at universities like Yale, Harvard,

* In his book *Alfred Thayer Mahan: The Man and His Letters*, Robert Seager II relates how in August 1893 Queen Victoria asked Mahan to a dinner for Kaiser Wilhelm of Germany, who was visiting England, so that the two men might meet. That meeting spawned another dinner between the two in August 1894, where Mahan learned that the kaiser was very interested in his books. By January 1898, the Imperial German Navy had ordered that a translation of the volume "be supplied to all the public libraries, schools and government institutions" in the nation. Mahan's work was widely read as well by strategists and policy makers in Great Britain, and it was a significant factor in a debate that drove new life and significant funding into the Royal Navy.

the Paul H. Nitze School of Advanced International Studies at Johns Hopkins University, the Fletcher School of Law and Diplomacy, Georgetown University, Boston University, and the University of Pennsylvania, as well as educational programs in the system of professional military education in our nation and partner nations around the world. This faculty has thus transformed how our country's leading universities study strategy, war, and the profession of arms.

These recent few years have witnessed another transformation of the College's programs. Charged with developing a new curriculum—building on what was best in the existing programs of study—today's faculty has taken the educational experience at the College to a new, still higher level of excellence and relevance. The faculty threw themselves at the task! The result is a new curriculum consisting of separate, distinct intermediate and senior-level courses. Noteworthy is the fact that this major restructuring was planned, coordinated, and implemented in about twenty months, while the faculty continued to teach without pause—a feat akin to turning a Schwinn bicycle into a Harley motorcycle while riding it down the highway! Despite the heavy workload, the faculty continued to produce new courses, without equal in the professional military education system, to better prepare our students to think strategically, to carry out critical analysis, and to operate with telling effect in a joint, interagency, and multinational environment. Given the history of this faculty and its tradition of dedication and genius, I was not surprised at this achievement.

It is important to recognize that the College's faculty extends well beyond our campus in Newport, through the College of Distance Education (CDE). They serve effectively in the College's large and robust satellite program at the Naval Postgraduate School, in Monterey, California, and on twenty-two satellite campuses elsewhere around the country. The CDE faculty also teaches a Web-enabled course, as well as a CD-ROM-based course for students without routine access to the Web. The College's Distance Education faculty is hired to the same standards and processes as our resident faculty. Moreover, our Distance Education faculty participates in the curriculum development process, ensuring a sense of direct ownership and bringing additional, rich, diverse perspective and expertise to the curriculum's content. The standards to which we recruit our Distance Education faculty and the way each member is directly integrated into the College's academic processes have proven to be extraordinary strengths, called out repeatedly by both military and civilian accreditation authorities.* The Association for Educational Communications and Technology (AECT) presented its

* In March of 2005, the New England Association of Schools and Colleges, Inc., issued a report to the College stating "the College is responding to the challenge of providing education at remote locations in a highly responsible way consistent with the best practices of other colleges and universities engaged in this type of activity." The head of the accreditation team added: "The Naval War College's Distance Program is second to none."

“crystal award” to CDE in 2002, representing still another independent judgment regarding the quality of the College’s distance programs.

Today’s faculty is increasingly diverse. We attract to serve on the College’s faculty professionals with the expertise required to disentangle the knotty strategic problems facing the country as it negotiates a dramatically altered international security terrain. We have experts on critical strategic regions, on warfare in the information domain, on culture and religion, on energy and resources, and on best practices in business and the management of large complex organizations, as well as historians, scholars of international relations and strategy, and warriors with extensive operational experience. This mix of talent provides a unique educational experience. The recently completed study of the College by the Process for the Accreditation of Joint Education (PAJE) Team notes: “The faculty was consistently praised by the students as the strength of the college.” I can only concur with the accolades accorded by the students.

In research and writing, the faculty’s contribution is a catalyst for new ideas about how to understand and grapple with the security challenges that confront our country. Examples abound. Dr. Joan Johnson-Freese, chair of NSDM, has produced an outstanding study, *Space as a Strategic Asset*, about this critical operating domain for our armed forces. Derek Reveron, also of NSDM, has written a valuable study, *Flashpoints in the War on Terrorism*, that could not be timelier. Meanwhile, from the Joint Military Operations Department (JMO), Milan Vego’s classic book on *Operational Warfare* is being produced in a second, updated edition that will serve as the premier text for over two dozen command and staff colleges in partner nations around the world. The hard-fought battles of the Pacific War, with their fine examples of leaders who needed to balance operational risks and strategic rewards, are ably analyzed by Douglas V. Smith of the College of Distance Education in his *Carrier Battles: Command Decision in Harm’s Way*. Within the Center for Naval Warfare Studies (CNWS), Peter Dombrowski, the chair of the Strategic Research Department, has published *Buying Military Transformation: Technological Innovation and the Defense Industry*; Carnes Lord, the editor of the *Review*, has written *The Modern Prince: What Leaders Need to Know Now*; and S. Paul Kapur has completed *Dangerous Deterrent: Nuclear Weapons Proliferation and Conflict in South Asia*. The Strategy and Policy Department faculty has contributed Tim Hoyt’s *Military Industry and Regional Defense Policy*, and Toshi Yoshihara and James Holmes’s *Chinese Naval Strategy in the Twenty-first Century: The Turn to Mahan*. This prodigious output of recently published books rivals that of any major university and bolsters the impact and reputation of the College as a research institution—and at the end of the day, it is our *students* who benefit from this level of expertise.

We work hard to fight against the natural tendency, observed in many colleges and universities, for a wall to develop between faculty members who primarily teach and those who are primarily researchers. We recognize that great benefits accrue when discoveries made through research activities and practitioner experimentation are routinely disclosed alongside those made through the dynamics of student/mentor interaction in the classroom. I am pleased to note that, to a degree never before attained, our faculties work as one across departments and “codes” (deaneries) in collaborative teaching and research. To provide just a few examples, the writings of Lyle Goldstein, William Murray, and Andrew Winner of CNWS form a part of the required reading in the new strategy courses offered by the Strategy and Policy Department. In the China Maritime Security Institute, CNWS has provided an organizational home in which the faculty form partnerships in their research and writing. Professor Andrew R. Wilson of the Strategy and Policy Department, in collaboration with Andrew Erickson, Lyle Goldstein, and William Murray of the Strategic Research Department, has pulled together penetrating analyses in the volume *China's Nuclear Submarine Force*, published by the Naval Institute Press. This book includes essays by Thomas G. Mahnken and Toshi Yoshihara of the Strategy and Policy Department and by Peter Dutton of JMO. Meanwhile, Bruce Elleman, in the Maritime History Department of the CNWS, wrote a pathbreaking study on the Navy's role in tsunami relief that NSDM uses as a case study. These collaborative efforts show that in their diversity the faculty is working together as one team, supporting each other in their research, writing, and teaching.

In recent years, the College has established a number of named chairs as a means of recognizing and promoting academic programs and fields of study that are consistent with our overall scholarly plans, objectives, and missions. These chair holders are responsible for contributing to the College's courses and programs by writing educational and professional materials, publishing the results of applied research, maintaining a high level of knowledge regarding current issues in their area of expertise, and developing ongoing professional relationships with faculty at other colleges and universities. These chairs, funded by the Naval War College Foundation, have provided a way for faculty to collaborate on valuable ventures of import to the Navy, the armed services, and the country. The Ruger Chair, held by the stalwart Rich Lloyd of NSDM, ran an immensely successful workshop on maritime strategy and economics. Professor Lloyd drew upon faculty members from different departments as well as outside scholars and analysts to produce a remarkable study published by the College. Some of the papers delivered at this workshop will also soon appear in print in some of the finest policy-oriented

journals of strategy and international affairs. Professor Jeff Norwitz, holder of the Brown Chair, coordinates and supports efforts across the College that examine the strategic problems posed by terrorism, insurgency, and other forms of irregular warfare. The Levy Chair holder, John Garofano, pulled together the faculty for a workshop about maritime strategy and the changing geostrategic environment in Asia. This collaboration among the faculty is paying huge dividends in supporting the teaching and analysis carried out at the College—and in advancing the world's understanding of a host of issues in the field of security studies and geostrategy.

In this regard particularly, this past year has also witnessed an extraordinary effort on the part of the College's faculty in support of the development of a new maritime strategy. Last June, at the College's Current Strategy Forum, the Chief of Naval Operations, Admiral Michael G. Mullen, announced a major new initiative to develop a new maritime strategy for the country (see the "President's Forum" in the Autumn 2006 issue). Faculty members from throughout the College took the lead in responding to this task. Professor Barney Rubel, the dean of CNWS, organized the collegewide effort. Members of the research faculty, including Peter Dombrowski, Andrew Winner, Carnes Lord, Don Marrin, and Mike Martin, as well as others from across CNWS, supported the College's analytical process. Meanwhile, members of the teaching faculty—Scott Douglas, Tim Hoyt, and John Schindler, for example—brought their immense talent to bear in support of the analysis. Karl Walling of the Strategy and Policy Department and George Baer, author of the prizewinning book *One Hundred Years of Sea Power* and now serving with the College's program at Monterey, gave brilliant presentations about strategy, the maritime environment, and the enduring importance of sea power as part of our public outreach effort known as the "Conversation with the Country." Skillfully orchestrated by faculty member John Jackson, the Conversation events included participation by noted futurist and author Peter Schwartz, who noted: "These are remarkable events, unique in all the world to my knowledge. I commend the Navy for taking this innovative approach to considering the future!"

The work to develop the new maritime strategy was a team effort by the faculty across the entire College.

No college or university could have greater justification for pride in its faculty. Their outstanding service to the country is essential to ensuring that the armed services can operate effectively in the years ahead. Nevertheless, we cannot take this engine of mission success for granted. The report issued by the recent PAJE Team identified some challenges that must be addressed if the College is to continue to recruit, develop, and retain outstanding teachers and

scholars.* To address these issues, we have established faculty committees tasked to provide concrete recommendations for action in such areas as pay and compensation policy, sabbatical leave time, and publication policies. In addition, working with the Naval War College Foundation, we are exploring ways to provide greater opportunity for faculty development, including the ability to attend professional conferences, carry out research, and achieve even greater impact—particularly with regard to the College's international and regional initiatives! We owe this support to our dedicated faculty. More importantly, we owe it to the thousands of students who have passed through Newport since the College's founding, to the thousands of leaders around the world touched by their genius, and to those unknown numbers who will serve this country and our partner countries in positions of leadership and authority in the years to come.

The Naval War College is the institution that it is today because of the genius and dedication of its extraordinary faculty. In their teaching and research, the faculty is leading the way in professional military education in delivering an educational program for those who are called upon to serve in the profession of arms and diplomacy. Our students thus leave prepared to face the challenges and take on the struggles that lie before us as a Navy and a nation. The work of the faculty currently at the College stands in the finest traditions of our institution, and its legacy will prove as powerful and lasting as that of the roll call of great teachers—Mahan, Bliss, Soley, Stockton, McCarty Little, Spruance, and Turner—who came before them.



J. L. SHUFORD

*Rear Admiral, U.S. Navy
President, Naval War College*

* "Because of workload and curtailed opportunities for professional development and scholarship, the ability to recruit and retain outstanding faculty members may be compromised [in the future]. Return of professional development opportunities, time and resources for travel and scholarship, and appropriate compensation are all elements required to maintain and enhance faculty strength"—PAJE Team report.